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Howard Munford Speaks to Faculty

Educational Standards at Middlebury

The following is a slight abridgement of a speech made by Mr. Howard Munford of the American Literature department. Mr. Munford spoke, at the request of the President, on the topic, "Educational Policies and Programs." At Mr. Munford's request, proper names of other institutions have been deleted. Mr. Munford gave his talk at the first faculty gathering at Breadloaf, before the start of the fall term, at a general discussion of Middlebury's academic direction. He prefaced his speech by remarking that he couldn't "help but consider the hours which by now must represent months, even years, out of my life I have spent in committees and meetings discussing, proposing, voting on just these matters."

by HOWARD MUNFORD

A feeling of frustration is endemic to the educational process. I once heard Percy Miller, one of the two or three truly great teachers I have had in my time, after a graduate seminar exclaim in agony of spirit - "My God, I'm going down and jump into the Charles River." We must all have this feeling at times. The possibilities of a liberal education are so great we must always to some degree fall short.

What I am about to say will be said in this spirit - with the sense that we must always in some degree fall short of what ideally we should like to accomplish - but we can never afford to accept this as a premise. In being critical about various matters I will be, believe me, engaging in self-criticism.

Because I have been associated with Middlebury off and on in various capacities since the 1930's when I came here first as a student, I shall be drawing considerably on my own experience. In Thoreau's words, "I should not talk so much about myself if there were anybody else whom I knew as well."

Now, it's my opinion that Middlebury at this moment has everything going for it to become, not just a good liberal arts college, which it has been during all of my experience, but a liberal arts college of the very first rank. It has an able and enlightened administration, a highly selected student body. I do not envy any other col-

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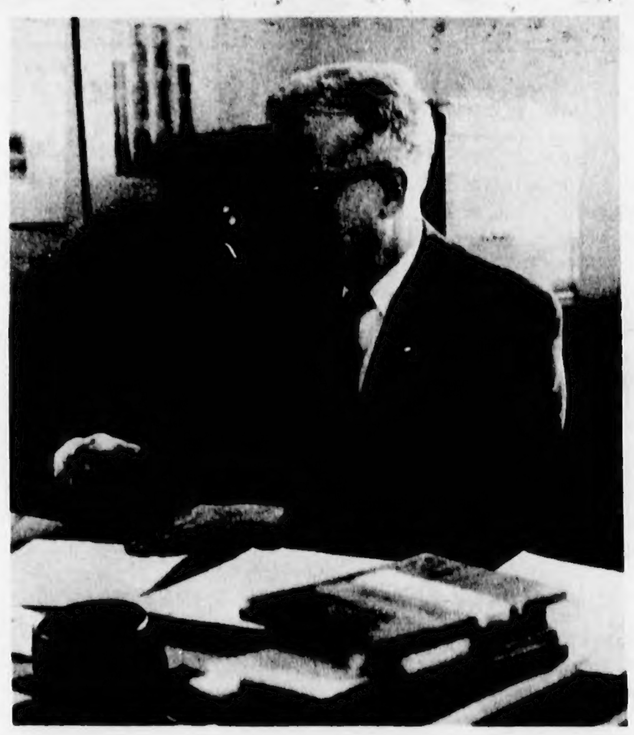

Howard Munford
photo by Paletti

THE CAMPUS

Vol. LXVI | MIDDLEBURY, VERMONT, THURSDAY, NOVEMBER 19, 1970 | No. 7

Dave Koret and Beverlie Conant perform as Bummidge and his secretary in the "Last Analysis," presented last Friday, Saturday and Sunday by the English and Drama department. A review of the play is on page seven.

photo by Jon King

Local Merchants Talk of Slight Shoplifting Decline

by PETER ADAM

'The bad thing about shoplifting is that it's downright stealing; you wonder why people do it; you wonder why people steal', comments Dike Blair, proprietor of the Vermont book store.

Neil Kvasnak, president of the Skihaus Corporation, looks through his thick-rimmed glasses and comments, 'About twenty percent of the shoplifting here is done by students; the number of Middlebury students who shoplift here compared to the number who go to school here is minimal, but I am amazed at the number of children of the faculty who shoplift."

Carl Peabody, manager of the College Store states, 'Our interest is to provide a valuable service to students and to do what is expected of us in providing this service... I am employed by the college and receive a salary; the salespeople who work here receive a salary, we don't receive any commission.'

Stan Lazarus, the friendly owner of Lazarus' Department Store favors the lenient approach that most merchants have adopted towards shoplifters, but says, "I'm afraid the next person caught will be made an example of."

Most Middlebury merchants agree that shoplifting is a problem of recent vintage, but that in the last few months it has been declining. 'We don't really have any shoplifting; someone took a record a few months ago.' says Blair.

Reconsidering, he acknowledges that there are a few records that the Vermont Book Shop cannot account for, but adds that they have not necessarily been shoplifted. Last Winter, however, there was a great deal of shoplifting there.

A salesperson comments, 'We'd put out five new records-turn around and one would be left.' Shoplifters would use bags and heavy coats to hide their ill-gotten gains.

Blair cannot explain the recent decline in shoplifting, but adds that the salespeople have been more careful in watching

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The Campus is looking for people interested in helping us put out the paper. There is plenty of room for people in all areas---writing features or news, layout, headline-writing and proofreading. If you are interested, contact Nancy Stevens, care of The Campus, Box C798, or sign-up at the Proctor Information desk. We need you!

UNDERGROUND FILM FESTIVAL

Friday, Nov. 20, 1970	TIME	
Ian Hugo (Len Lye, Anais Nin)--Bells of Atlantis	10	1953
Kenneth Anger--Eaux d'Artifice	13	1953
Kenneth Anger--Inauguration of the Pleasure Dome - Sacred Mushroom Edition	40	1954 1966
Stan Brakhage--Desistfilm	7	1954
Stan Brakhage--Reflections on Black	12	1955
Robert Breer--A Man and His Dog Out for Air	3	1957
Stan Vanderbeek--Science Friction	5	1959
Bruce Connor--A Movie	12	1960
INTERMISSION		
Jordan Belson--Allures	8	1961
Bob Fleischner (Ken Jacobs, Jack Smith)-Blonde Cobra	25	1962
Bruce Baillie--Mr. Hayashi	3	1961
Bruce Connor--Cosmic Ray--Vivian	8	1961
Ed Emshwiller--Thanatopsis	5	1962
Robert Breer--Breathing	11	1963
Kenneth Anger--Scorpio Rising	31	1963

Saturday, Nov. 21, 1970		
Ben Van Meter--The Poon-Tang Trilogy	8	1964
Stan Vanderbeek--Breathdeath	15	1964
Bruce Baillie--Mass	20	1964
Carl Linder--Skin	12	1964
Ron Rice--Chumlum	26	1964
INTERMISSION		
Michael Snow--New York Eye and Ear Control (A Walking Woman Work)	34	1964
Robert Nelson--Oh Dem Watermelons	12	1965
Peter Kubelka--Unsere Afrikareise	12.5	1966
Lenny Lipton--Below the Fruited Palm	9	1966
George Kuchar--Hold Me While I'm Naked	17	1966

Sunday, Nov. 22, 1970		
James Whitney--Lapis	10	1966
Storm de Hirsch--The Color of Ritual The Color of Thought (Peyote Queen, Divinations, Shaman)	26	1966
Bruce Baillie--Castro Street	10	1966
Larry Jordan--Pink Swine--Duo Concertantes	12	1966
Ed Emshwiller--Relativity	38	1966
INTERMISSION		
Stan Vanderbeek--Panels for the Walls of the World (1)	8	1966
Paul Sharits--T,O,U,C,H,I,N,G	12	1968
Will Hindle--Chinese Firedrill	24.5	1968
Kenneth Anger--Invocation of My Demon Brother	10	1969
Stan Brakhage--Lovemaking I-IV	40	1969

news shorts

Speaker on Radicalism

Dr. Philip H. Rhinelander of Stanford University, will come to Middlebury for two days of lectures and discussions on radicalism, student power and the curriculum this Monday and Tuesday. The professor of Philosophy and Humanities at Stanford will deliver a general public lecture at 4:15 pm Monday in Dana Auditorium on "Varieties of Radicalism: Some Philosophical Aspects and Assumptions." At 4 pm Tuesday in Proctor Lounge he will participate in an open discussion on "Student Power and the Curriculum."

Under the Phi Beta Kappa Visiting Scholar Program, which brings Professor Rhinelander to Middlebury, the scholar spends two or three days at universities and colleges meeting with students and faculty, taking part in classroom discussions and delivering at least one lecture.

The visiting lecturer has written several articles on academic freedom, aims of general education, origins of student radicalism and ethical pre-suppositions of different types of radicalism.

Observatory Refurbished

Middlebury's 23 year old observatory has recently been refurbished and a new course in astronomy instituted as a result of a growing interest in the science at the College. This surge in popularity is attributed to recent advances in the United States space program and the science itself, as well as the favorable response to a related Winter Term course last year. Adjustments are still being made on the observatory's 12½ inch Newtonian focus telescope, built in 1936 by Dr. J.F.Haller, professor of Chemistry at the College. The telescope was given to the College by Mr. Haller on the condition that a building would be built to house it. Final adjustments will be made before an open house to be held for local residents sometime next spring.

Sunday Vespers

Chapel next Sunday, November 22, will be a 4:30 Vespers in lieu of the usual 11:00 o'clock service. Chaplain Charles Scott will preach the sermon. The afternoon service is the second in a series of six Vespers which were scheduled during the academic year by the Chaplain and the Chapel Committee.

Thanksgiving Service

The annual Community Thanksgiving Service in which all the town churches participate will be held in Mead Chapel, Wednesday evening, November 25, at 8 o'clock. The Reverend Ronald Lawson of St. Mary's Parish will be the preacher. Music will be provided by Professor Fanning and the Middlebury College Choir. Following the service there will be a social hour in Proctor Lounge at which students will be hosts and hostesses.

EQ Surveys Sewage

In co-operation with the Vermont Water Resources Board and Middlebury High School, Enviromental Quality is conducting a survey of sewage disposal facilities that might endanger Addison County water. EQ will report to the Vermont Water Resources Board. The Board will recommend changes to anyone whose system constitutes a pollution hazard. The survey will start on November 22. Volunteers are asked to contact a Enviromental Quality.

Dance Program Set for Tonight

Dance students will present a program, "Tribute: Terpsichore," of modern dance tonight at 8:00 in McCullough. Some 20 different numbers will be presented under the direction of Miss Faith Gulick.

College Council on Activities Priorities

by MARK ZUROFF

The College Council met Monday to consider priorities for construction of student activities facilities. $23,000 has been appropriated for such construction. The council appropriated $11,000 to the radio station to finance its recent move and remodeling. The move required some $500 more than had been expected, and therefore drained some of the council's contingency fund

In further discussion, the council attempted to come to a decision on spending priorities involved in the establishment of a craft center and darkroom. Plans are being made for the equiping of a new photography facility. The Council decided that the separate appropriations for a new darkroom ($3000) and darkroom equipment ($1,960) must necessarily be kept together, since new equipment is partitive to new darkroom facilities.

The issue of the craft center was one involving much discussion, since the previously designated location, Hillcrest, will not be able to house a kiln due to fire regulations. The SDU multipurpose rooms, which are presently being used by student welders, and the Grottoes were mentioned as possible locations for the center.

There was a conflict of priorities concerning the appropriation for a theatre facility in Hepburn Zoo. This appropriation ($1000) was made some 2½ years ago by the Student Senate. What is proposed is a place where students may do experimental work with theatre in the round.

Finally, Dean O'Brien raised the question of abortion and contraception, as discussed in last week's "Campus" article on the organized effort by several girls on campus to refer pregnancies to doctors for abortions. Dr. George Parton said that he would refer pregnancies to obstetricians and leave the ultimate referrals for abortions to them. He also noted that he felt that it was important to consult the families of the girls in such cases.

Concerning contraceptives, Dr. Parton said that he would refer students to local doctors. He expressed a desire for the student use of family doctors if possible. O'Brien said that the student referral service may have trouble with malpractice suits if its referrals are bad.

Due to lack of space, this filler is postponed until next week's issue.

EPC Discusses Curricular Procedure

by JOHN BELL

The Educational Policy Committee in a closed meeting Monday approved by a "straw vote" a proposal on curricular changes that would create an EPC subcommittee to replace the Curriculum Committee and give it final approval of new courses. The proposal faces an official vote at the EPC's meeting Monday.

The proposal includes a provision that would relieve the President of "his responsibility as a member of the EPC." The Dean of Faculty would take his place as permanent member of that committee. Another provision would enlarge the number of student members of the EPC from two to four.

At present, a new course is first presented to the individual department and is then voted on by the department. The proposed course is then sent to the Curriculum Committee, which, after discussion, usually passes the proposal on to the faculty for a final vote. This procedure has been faulted for keeping new courses in committee for months

Continued on Page 9

Opinions expressed do not necessarily reflect the official position of the College. Signed columns, letters and articles are the responsibility of the writer.

The student newspaper of Middlebury College, published at Middlebury, Vermont 05753 every Thursday in the College year, except official College holidays and during examination periods.

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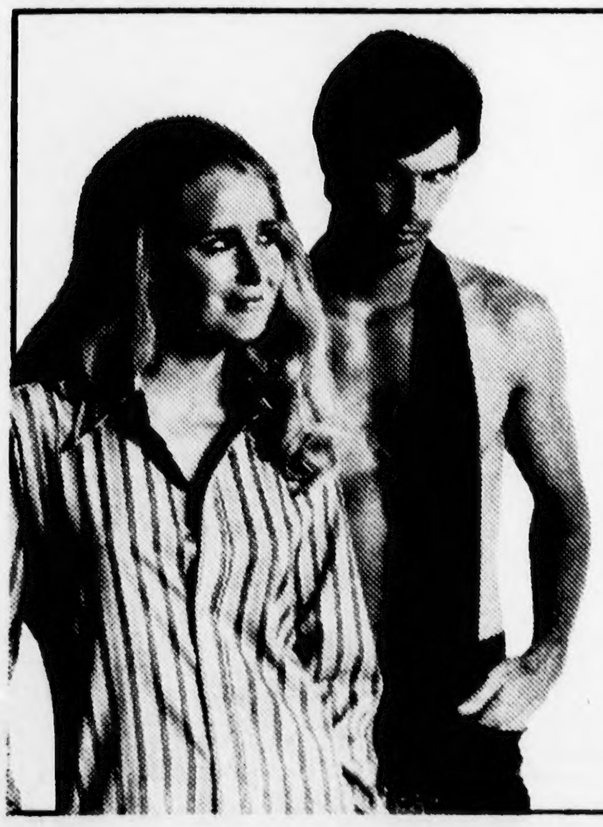
Ted Hobson Editor-in-Chief



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LAZARUS DEPT. STORE

Shoplifting: "Downright Stealing"...

Continued from Page 1

customers. Although his policy of increased inconspicuous observance has not netted a large number of shoplifters, the frequency of the crime has decreased in his store.

The shoplifting in the Skihaus has in the recent past taken five percent of every sales dollar; it is now somewhat less. Neil Kvasnak owes the decline to the security system which he has recently implemented. Plainclothes private detectives visit the store regularly; salespeople are instructed to watch customers more carefully, and mirrors are located at intervals on the walls. Other aspects of his security system he will not discuss.

Stan Lazarus thinks that shoplifting is less of a fad than it used to be and gives this as the main reason for its decline. Carl Peabody, manager of the Campus Store, would not comment on the exact nature of recent shoplifting except to explain that more students have been caught recently. Whether shoplifting has increased or not will remain unknown until inventory is taken.

The policies of the stores towards shoplifters vary. All the merchants desire to be lenient, but the stores that lose the most from shoplifting tend to be the most severe. Stan Lazarus and Dike Blair talk with the apprehended shoplifter and make him pay, letting it go at that.

The Skihaus policy is slightly more severe, owing to the fact that its merchandise tends to be more costly and the store is more vulnerable to professional shoplifters. Although professional shoplifters are not considered to be a major problem, two were caught there last year.

'I treat the kids as if they were my own,' says Kvasnak. Yet he has prosecuted shoplifters and is annoyed because the courts almost never fine them. Many who shoplift 'are not paupers', they can get someone to intercede on their behalf and have access to good lawyers.

'Let me tell you a story you wouldn't believe: A Middlebury girl came in here last year and bought a pair of hose. She went into a dressing room to try on a suede skirt, rolled it up in a ball, placed it in the bag with the hose and walked out of the store.

'Our salesgirl knew she was trying it on, and followed her out of the store to ask if she had forgotten to pay for anything. She said no, and we notified the authorities, who arrested her. She later returned with her mother and a lawyer and called the salesgirl a liar.

'I said that she could go up to Burlington, and take a lie detector test, and if it cleared her, I would drop charges. Nothing has been done about the case yet. As far as I'm concerned, it's still pending.'

Although Stan Lazarus has had no contact with the courts because he has never prosecuted, he has nothing but praise for the Vermont shoplifting laws. 'If you see someone put something in his pocket or conceal something, you do not have to wait until he has left the door to mention it; you can approach him and require him to keep it in the open.'

Because the College Book Store is run by the college, shoplifting is handled like any other college disciplinary problem. Shoplifters names are given to the Campus Security officer, Fred Spencer, who then refers the offenders either to Dr. Covey or the Deans' office. If sent to Dr. Covey, the case ends there. If sent to the Deans' office, the deans settle the matter, or refer it to the judicial council. Of the four shoplifters caught last year, only one was sent to the Dean's office. Dean DeLetis comments, 'Oh yeah, one guy was caught putting a package of lifesavers into his pocket, so we just let him go."

When students are caught shoplifting downtown, the college takes no action, holding that it's only the business of the student and the authorities. However one of the deans will appear as a legal, temporary guardian if the student's parents are unable to attend when papers have to be signed.

The Merchants do not look upon this policy with favor..Says Neil Kvasnak 'It's my opinion that the college should ask the students who shoplift to leave. I can't see endorsing permissiveness for this sort of thing.'

The local merchants do not find that Middlebury students shoplift any more than high school students or housewives. Most are just as upset by the fact that people would want to steal from them as thay are about the loss of profits. 'Maybe some think they are acting against the establishment.' comments Blair.

On this day in 1879 the statue of General George H. Thomas was unveiled at Washington, D.C. Later, the same day, the Reverend Ethan Allen, the (previously) oldest Episcopal minister in the United States, died. Exactly five years later Mr. M.H. DeYoung of the San Francisco 'Chronicle' was shot by Adolph Spreckles. Nothing may be inferred from this astounding concatenation of events. It is our place, merely, to bow our heads for a moment and silently remember and pay respect.

WRMC Presents the Met

WRMC-FM has announced that the 1970-1971 season of Metropolitan Opera Saturday broadcasts will begin on December 5, at 2 pm, live from the Lincoln Center for the Performing Arts in New York City.

Veteran announcer Milton Cross will again narrate the story of each week's opera. This year he will start his 40th year of announcing the Saturday on-the-air Met performances.

During the intermission periods, the radio audience will hear "Opera News of the Air","Texaco's Opera Quiz", and "Biographies in Music", narrated by Francis Robinson of the Metropolitan opera. Another intermission guest is Rudolf Bing, general manager of the Met. From time to time he will take listeners on behind-the-scenes opera visits.

New productions included in the 1970-1971 season will be Beethoven's FIDELIO, Gluck's ORFEO ED EURIDICE, Massenet's WERTHER and Wagner's PARSIFAL.

The following is the schedule of Metropolitan Opera Broadcasts on WRMC-FM. All Metropolitan Opera Broadcasts will begin at 2:00 pm on Saturday, except for CARMEN (1:30 pm) on Feb. 6, and PARSIFAL (1:00) on April 3.

DATE	OPERA - Composer
1970	
Dec. 5	DON PASQUALE - Donizetti
Dec. 12	TOSCA - Puccini
Dec. 19	NORMA - Bellini
Dec. 26	AIDA - Verdi
1971	
Jan. 2	FIDELIO - Beethoven
Jan. 9	ORFEO ED EURIDICE - Gluck
Jan. 16	DIE FRAU OHNE SCHATTEN - Strauss
Jan. 23	LA PERICHOLE - Offenbach
Jan. 30	UN BALLO IN MASCHERA - Verdi
Feb. 6	CARMEN - Bizet
Feb. 13	CAVALLERIA RUSTICANA and PAGLIACCI - Mascagni & Leoncavallo
Feb. 20	BARBER OF SEVILLE - Rossini
Feb. 27	ELEKTRA - Strauss
Mar. 6	LA BOHEME - Puccini
Mar. 13	IL TRAVATORE - Verdi
Mar. 20	DON GIOVANNI - Mozart
Mar. 27	WERTHER - Massenet
Apr. 3	PARSIFAL - Wagner
Apr. 10	LES CONTES D'HOFFMAN - Offenbach
Apr. 17	MADAME BUTTERFLY - Puccini

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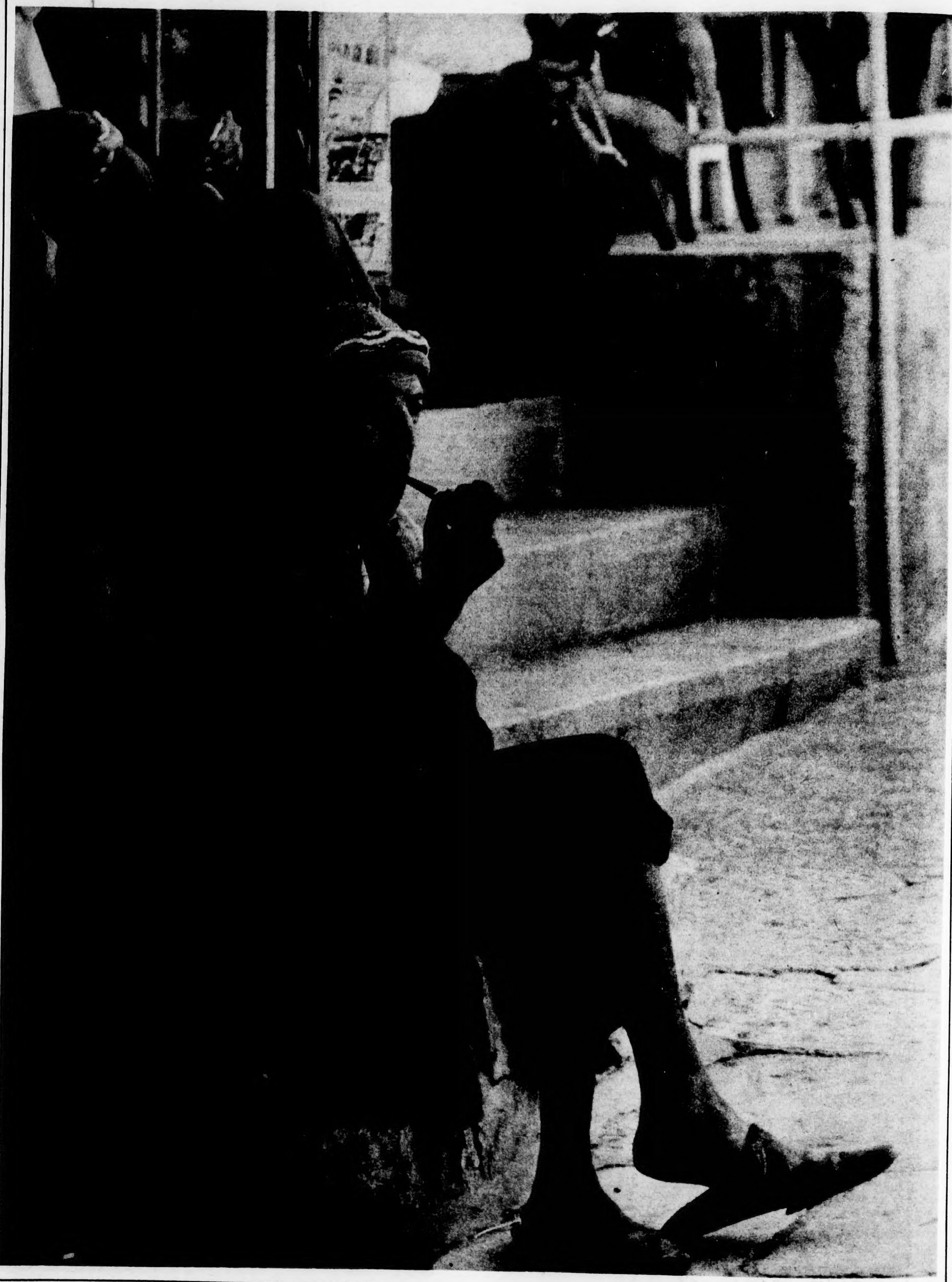

Photograph by Geoff Braun

Library Given Collection

by BIZZIE NUELLER

Middlebury College has received as a gift from Mr. John Kruesi, a member of the Board of Trustees, 600 volumes comprising the collection of Mr. Gifford C. Terry. The books, many of which are first editions, will be placed in the Abernathy Collection in the Starr Memorial Library as soon as their financial value has been assessed.

Early publications of literature by John Steinbeck, Sinclair Lewis, Thomas Wolfe, Theodore Dreiser, John Burroughs, James Joyce, and Walt Whitman are represented in the collection.

Early editions, cherished for their intrinsic value and for the opportunity they offer for scholarly investigation, are often also accompanied by personal notes and letters by the author. They are especially valuable because through subsequent years of publications, the succession of editorial additions, deletions, and modifications of grammar often obscures the author's original phraseology.

Perhaps the most prized item in the new collection is a first edition of Walt Whitman's Leaves of Grass, a small volume containing thirteen untitled poems.

Whitman's topic in this book is America, and he endeavored to extend his soul to the people of America. Leaves of Grass, although initially poorly received by the public, came to be acclaimed as one of the outstanding contributions of 19th century American Literature.

Also, among the newly acquired collection is a first edition of James Joyce's Ulysses. The public outrage surrounding the original publication of this book, its censorship, and eventual legalization is well known. As critic R. F. Roberts said, "Its legal introduction into the United States was hailed as a triumph comparable to the repeal of prohibition, and it is unfortunate that our national intellectual level does not keep pace with our thirst."

Photo by Skip Atwater

The smoky Middlebury dump will be closed on November 29. The dump, which is used by the College, has long been a prime source of air pollution in the Middlebury area. A state law prohibits open burning in large volume goes into effect at the first of the year.

Middlebury's trash will be sent to Bristol where sanitary landfill will replace the open burning method of garbage disposal. The cost of the new operation averages out to slightly over ten dollars per family. The added assessment does not include transportation, so there is some doubt as to whether residents will use the new system... or simply burn it in their back yards.

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Bahá'í Faith

The Return of the Saucer People

by BILL WOOD

They Knew Too Much

The UFO Conspiracy: Does it exist?

A block of ice, weighing more than three tons, mysteriously falls out of the sky in Tulsa, Oklahoma and crushes a housewife washing her clothes. Investigations later reveal that no airline reported losing three tons of ice. . .

A pulsating ball of bluish light appears on a golf course in Fort Lauderdale, Florida and attacks three weekend golfers and kidnaps two more. Again, no airline reported losing a ball of blue light, and even more peculiar, all five golfers were members of the Fraternal Order of Elks. . .

A humming cigar shaped object cruises in the sight of more than a thousand tourists at Mount Rushmore and unexpectedly drops a ton of beef jerky on them, seriously wounding four and partially knocking the nose off Abraham Lincoln. . .

Investigations undertaken by the Flying Saucer Society based in Lake Havesu, California turn up incidents like these day after day, all over the world. What do these seemingly unrelated occurrences have in common?

NOT A THING.

If you believe the Air Force, that is. . . The Flying Saucer Society does not and has uncovered real evidence which would indicate that the Air Force and its UFO agency, Project Blue Book, have been successfully infiltrated by beings from another planet. These alien imposters look and sound like Air Force officers and the Society reports the only difference is the fact that the imposters run funny. From the point of view of the FSS this is only one aspect of a complex web of events and people linking an other-worldly conspiracy

For example, why did Albert Einstein leave notes every night in his milk bottles? For the milkman? The Flying Saucer Society has revealed that Einstein didn't drink milk although he was known to write with it occasionally. Or, a hunchback in Minot, North Dakota was asked how he bacame a hunchback and he replied sorrowfully, "The Cross was mighty heavy." It is things like this that have led the Flying Saucer Society closer and closer to the plan of the saucer people.

In addition, the Society has recently published a list of famous people who have seen UFO's, ridden in them, and had pen-pals from other planets. The list includes such notables as: Tricia Nixon, Cannonball Adderly, William Jennings Bryan, Ma Barker, Rudy Vallee, Eugene McCarthy, Rutherford B. Hayes, Arthur Godfrey, and Annette Funicello.

Reports of strange lights in the east before dawn have come in over and over, only verifying the suspicions of the Society that the Flying Saucers have far more bases than anyone had dreamed possible.

Spokesmen for the Society have hinted darkly about the powers of the saucer people. They are credited with being able to grow mushrooms

Continued on Page 9

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(see page 11 for want ads)

'The Campus' now publishes on Wednesday. The new deadline is Sunday night. All material for Thursday's issue should be submitted by that time.

Educational Standards

Continued from Page 1

lege of our size and character its students compared to ours. We have an advantageous geographic situation and finally - the key to the whole thing - a first-rate faculty by almost any standard.

These are the ingredients - but I think they have failed to jell. We have not produced the climate of intellectual inquiry, disciplined endeavor, rigorous standards which one associates with a college of the first rank. Our product, our students after four years at Middlebury have failed to gain something essential I believe. They are fine people by - and - large: pleasant, open, liberal, intelligent, reasonably cultivated - but they lack something which we as an institution fail to provide.

What I mean is a tone, a character, an edge, an intellectual curiosity and a sense of pride in accomplishment - qualities which should come from an academic climate of the sort I have described. During the past few years we have instituted many curricular and academic changes designed to cultivate this kind of climate. If nothing else, this college has been changing. The chief of these is the 4-1-4 curriculum now at the beginning of its third year, but also - over the long run - there have been a series of minor changes which in their cumulative effect are equally, if not more, significant.

I turned back to the Faculty Handbook of ten years ago to try to assess the extent and direction of these changes. The Handbook of 1959-60 has various provisions which I suspect some of you today would find overly restrictive. "Instructors are required to commence and conclude classes promptly at the time and place scheduled." If an instructor failed to meet a class for any reason, he was to inform the Dean of the Faculty on a form provided, and the reasons therefore. It was prescribed that the instructor "give a minimum of one one-hour examination or its equivalent in each course not later than November 10 or April 1," and there were various other provisions of this sort which have been steadily disappearing. Not appearing in the Handbook, but part of our procedure was the publishing at the conclusion of each academic year of a breakdown of the marks given in each course and each department, the percentage of A,B,C,D's and F's and incompletes. When one submitted his works at the end of the term he knew they would be subject to scrutiny and he could see where he stood in relation to his colleagues.

The Faculty, responsive to the changing expectations of its students, has been moving away from set forms and prescribed procedures toward the ideal of self-generated interest on the part of the students and flexibility of procedure on the part of the instructors - and no one can really regret this.

The question I would like to raise, though, is whether in moving toward greater openness and a wider latitude we may have lost something which may be our missing ingredient, or the catalyst we need to bring the other ingredients together. At the least, a new situation has been created which we need to recognize and consider.

When I came to Middlebury as a young instructor in the 1940's the Faculty was laboring under handicaps which would seem intolerable today: 12-15 hours of teaching, 100-150-200 and over student loads for individual instructors, meagre salaries, an administration which resisted inovation: - a favorite administrative phrase was the "proliferation of courses" which in the interests of economy it strongly set itself against.

The saving ingredient which enabled us to achieve a modest degree of success was the spirit of the Faculty. What we had, which I fear we may have lost or be in danger of losing, is respect for ourselves as a corporate group.

Those provisions and prescribed practices of ten years ago, fumbling and restrictive as they were, did represent an effort to state and maintain standards - to define common goals.

Symptomatic of what is currently happening is a statement which disappeared from the Faculty Handbook just a year ago:

> "One of the important objectives of Middlebury College is to provide for each of its students a well-integrated and unified body of intellectual experience. It wishes not only to give them factual and technical knowledge, but it wishes to assist them in developing that deep and broad understanding which comes from the assimulation of knowledge and to form a comprehension of all parts of their major field and its relationship to other fields.
>
> "With this objective in view, each Division and Department will define and announce its aims and objectives of overall correlation and comprehension, in terms of its own subject matter."

and there follows an outline of a General Examination program required of each Department.

Today the Handbook reads:

-"Each Department may offer a special program of senior work consisting of Independent Study and or a General Examination. Such programs may be required for all seniors or may be limited to specially qualified students. . . " and that is all. No statement of common aims or purposes.

When this change was voted, the discussion in the Faculty meeting led me to believe that only a few departments where material was of a special nature would abandon the general examination. Today a little over a year later, twenty-two out of twenty-six departments have rushed to abandon general examinations altogether.

We are creating, or have already created, a situation where each department and, in some instances, where an individual faculty member acts as a faculty government to itself or himself. What we need to ask ourselves is whether a small college, traditionally devoted to something we have called a liberal education is not in the process

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Children's Enthusiasm at Day-Ca Center: Greatest Si

by TORIE OSBORN

"I don't want to go home yet, Mommy. Can I go here tomorrow?"

"No, tomorrow is Saturday, Michelle. You can watch cartoons."

"But I want to come and play with the kids..."

Michelle, age four, is one of the fourteen children who spend their weekdays at the Middlebury Day Care Center which opened October 19th of this year. She and the others are the children of Addison County mothers who wanted to work but would not be free to take jobs unless their children were cared for during the day. The Day Care Center takes pre-school-age children for up to ten hours a day, and provides a dual program of education and recreation for them.

The Middlebury center houses children of all backgrounds, including welfare families. It is one of several centers in a pilot day-care project being conducted all over Vermont with both state and federal aid. The success or failure of the Vermont projects will be important in determining whether or not federal and state governments will support other day-care centers in the future.

The Middlebury center is staffed by Director Christine Gualt, assistant Louise Smith, and several volunteers, including Middlbury students. It is located in the Sunday School classrooms of the Methodist Church of Middlebury, which is next door on N. Pleasant St. There are five rooms for the children, decorated with childrens' drawings on the wall, miniature furniture, and various and assorted boxes of blocks, toy animals, dolls, etc.

The staff combines discipline and education with play. They encourage the children to take part in all the different aspects of their day--from organizing projects to work on to fixing snacks and cleaning up.

The three, four, and five-year-olds arrive by 8 a.m. and play until 9:30 a.m. From 9:30 to 10 there is clean-up, which involves everyone pitching in to put the right toys in the right boxes.

Then there is snack, ('Tomato juice--yech-h!' 'Oo-o-o, I love it!) followed by a quiet period of reading. The children gather in different groups and sit crosslegged, listening to favorite stories read aloud to them by patient older friend teachers; they interject questions about the stories to encourage curiosity and active participation by the kids.

After storytime, projects begin. These projects are of all different sorts: the kids, guided by the staff, experiment with different materials -- paper, paint, play dough, etc. Lunch follows and then it is naptime.

The kids sleep for up to two hours, though after an hour or so they begin to wander into the kitchen from the two rooms where they have been spread out on cots, covered by blankets.

At the Day-Care Center it's a joint effor in this working, playing, living experien

geodesic sense manipulation at the dome

by William Harris

Friday and Saturday evenings of this past week the Middlebury Community was treated to a rarity: something genuinely new. A light show was prepared, materials were arranged and brought together, and a mixed - media show was presented in a dome shaped building.

No budget was arranged for, there was no time off from other responsibilities. About fifteen people, with a wide gamut of talents ranging from experience with electronics to experience with a broom, were involved. It is fairly remarkable that the show got organized and got produced at all. I suppose this is clear: Never say you can't do something because of lack of time or funds.

But that the show was good, really very good — that is something else. There may have been rough edges, little things that could have been done better somehow, but I cannot recall them. The show was a remarkably well integrated set of sounds, lights, motions, gestures on the part of the audience, a beautiful dance scene quite magic in the strobe lights, and everywhere imagination, and control. Seeing the whole thing, you might just be pleased at the newness of things, or you might get the idea that you and your senses were being subtly manipulated, which they were.

When you entered the room through a crawl passage, and ended the play with a general stepping together into the center space, you could feel directly involved. But we were involved in other ways, through our senses and doubled-up uses of our senses, through wit and social comment and satire. There was a lot there; I saw it twice, apparently missed the best part in the last showing Saturday night. I would have gone every night for a week.

The highlights? First the social matter of so many people working together in unfamiliar areas with time pressures. It is always something of a triumph to see civilizational working-together win out again — I am still surprised at a good result in such an unharmonious world scene. Congratulations, group, at success with not even a hint of disharmony in the result. The artistic highlight was the dance, of course. They were just brilliant, and seemed to be evolving a finer notion of dance by strobe light in each subsequent production.

And the whole show was a double header for those of us who built the dome. The area where we had worked in silence, and summer's heat, and autumn rain, was all of a sudden transformed into a pleasure dome of some exotic proportions — it was a scene with people and words and sounds and reverberations, and above all art. I learned

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Letters

Winter Term

To The Editor:

I have just finished reading the Winter Term Catalogue for the fifth time, and, for the fifth time, have been moved to write a letter expressing my disillusionment with the program. To get to the point, I have two major complaints about the January Term; its courses, and its registration procedures.

Rip-off number one: Why are there so few courses offered? That any student (including freshmen, who for the most part seem to be ignored in the priority scramble) should have to accept a third, fourth, or even a fifth (!) choice in a small school like Middlebury is inexcusable. Surely more professors could have been convinced to give January courses, and, if not, perhaps more sections of any single course could have been arranged.

Another question concerning procedures: How can any student be expected to know whether or not he wishes to pursue an independent study program BEFORE he has seen the courses offered? It appears that Middlebury discourages (perhaps even disapproves?) students from working independently or off-campus. And, because I always believed that the January term was designed to ENCOURAGE students to work, independently if at all possible, in areas of their own choosing, I simply do not understand why independent programs are not actively encouraged.

Rip-off number two: The courses. I find nothing particularly original or imaginative in the courses offered. On the contrary, I find the fact that they may be categorized according to the traditional academic divisions is indicative of their non-creative nature.

Most of them would be suitable for regular fall or spring term courses, thereby defeating the purpose behind the January term, which, I assumed, was to introduce student to TOTALLY NEW areas of study (the phrases "unique opportunities", and "adventurousness" spring, or perhaps more appropriately, crawl, to mind.) My HIGH SCHOOL offered better independent study courses than Middlebury and THAT is indeed a disappointment.

-Care
st Sign of Success

They come in, one by one, a bit grumpy and sleepy, but soon are occupied with a story-reading, or with playing with a little brown dog, a friendly member of the center. One girl drags a chair over to the sink, stands on it, rolls up her sleeves and proudly begins to rewash the clean dishes stacked up there.

Slowly, as more of the children wake up, the atmosphere gets more and more lively. The rest of the afternoon is spent in a variety of spirited activities—working on projects again, dancing in a circle to 'Row your boat' on a record player, and singing.

The Middlebury Day Care Center soon will have 30 children in its care. It has been open for less than five weeks, but has so far, successfully implemented a new and important idea in child-care for working mothers. Its continuing success will be important for the future of day-care centers in Vermont's pilot project, and in the whole country—not to mention for the people of Addison County.

'The Last Analysis': Beauty Amidst Ugliness

by PAUL DAMBOWIC

"The Last Analysis," commented a member of the audience, is "Funny, but it's tragic, and horrible. You want to laugh, but it just destroys you when you laugh." Saul Bellow wrote the play to achieve that effect. Every bit of laughter he entices from the audience is so intertwined with an equal share of morbidity, that the two become inseparable.

Supposedly, the play is concerned with a former vaudeville performer turned Freudian prophet, surrounded by those trying to exploit him. But the character of Bummidge passes beyond that of the simple hero who throws away fortune and fame in order to find truth. He passes to an awareness. But to reach this awareness, he must plow through a lot of junk, ("a man's character is a lot of junk.") This 'junk' is as much a part of Bellow's play as it is part of Bummidge's character. Bellow's entrances and exits are often absurd and without much purpose other than to get certain characters back on stage. The lines he forces upon some of the actors are no better: "Aw, Wink, if he rambles on like this we're sunk."-what can you do with a line like that?

The humorous images Bellow ascribes to his stereotyped people (as in the line Bummidge delivers to his son: "crummy ex-sperm") are self-limiting except when spoken by Bummidge himself. In short, the construction of the play is poor, and the excellent character of Bummidge is forced to carry an excess baggage of junk. The play is, however, very funny in parts. The construction is poor because it says too much about everything not related to its subject-Bummidge.

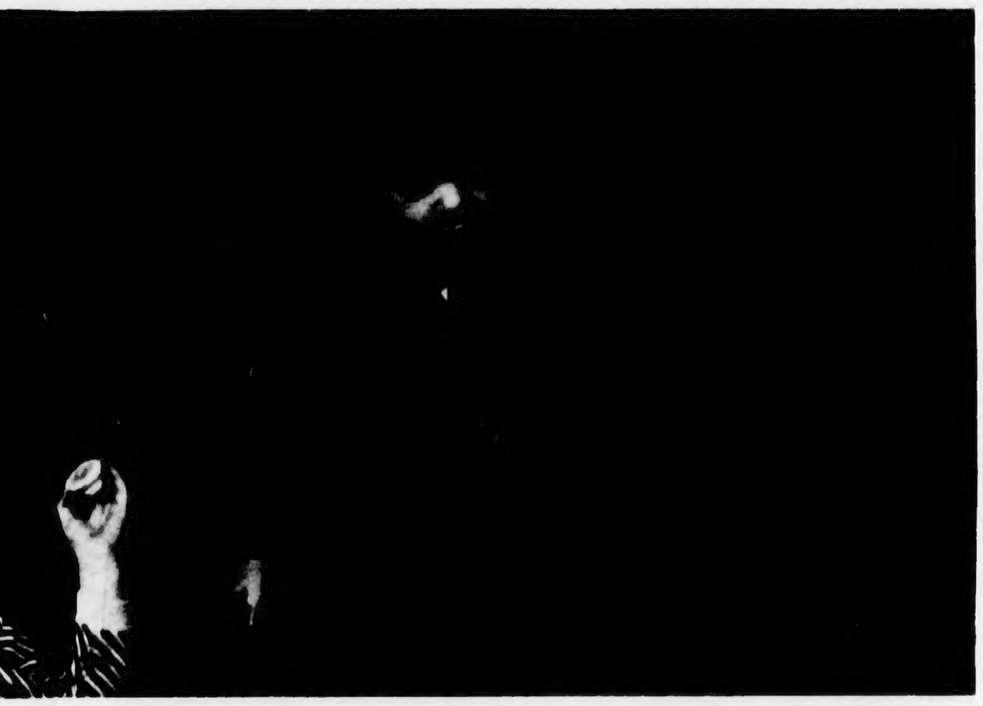
The part of Bummidge was played by David Koret, whose performances moved the entire audience. And to create a brilliant character within a chaotic play is quite an achievement. David seemed not only to capture every aspect of his part, but to transcend the play itself. He was continually changing faces, playing all ages of childhood, acting out fantasy scenes between himself and his psychoanalyst, and even mocking himself. He expressed an "infinite sadness, salted with jokes," and told of "crying as you laugh and making a fortune in the meantime."

Bellow is concerned with modern literary themes like rebirth and renewal, and Dave is reborn in Act II as the tempo of the play increases. Reliving his early childhood, a balloon-breast is taken from Bummidge, who moans: "So, that's the way it is, huh?" David, sideburns, moustache, and all, captures the simplicity of a baby.

The play was well cast, even typecast. Some of the casting proved too painfully real to watch. John Schwab, (Louis Mott,) was almost the perfect greasy New Yorker. (He had youth.) He and Stanley Kitman, (the Technician) seemed to have emerged from a N.Y. subway. Peter Driscoll, (Aufschnitt) did an incredible little Viennese tailor who always was in a trance. Lois Annich, (Pamela) who played Bummidge's unfaithful mistress, definitely used her body to best advantage. And John Wilson, (the Messenger) provided comic relief to the comic morbidity. Richard Rogers, (Bertram) played a rat-catcher with grace, only laughing when tickled, although he always looked as if he would smile if the jokes could ever be good or sick enough.

And to rid himself of all those who would try to exploit him, Bummidge utters a final New Yorkerism: "GET OUTTA HERE."

Bummidge has a vision of beauty amidst the ugliness and squalor surrounding him. He talks about the way tragedy shows us as better than we really are, and comedy worse, and asks: "But what are we? And what could possible be worse?" Bummidge finally passes to an awareness. An awareness of the sublime.



int effort: children and helpers both share experience.

Photo by Skip Atwater

Robert Frost: As Hard As The Land He Lived In

by BILL WELLINGTON

There is something exasperating about reading a meticulously detailed biography of monumental proportions if you feel that the subject is portrayed as a petty, deceitful character. Why would anyone devote years of time in exposing the life of someone whose work is considered to be of great importance as a mish-mash of human frailty?

At the outset, Thompson's second volume (of three) of his biography of Robert Frost raises this question as it raises eyebrows. Frost's jealousies, inconsistencies, and peculiar ideas of friendship appear to greatly belittle the man and quickly destroy the false image of Frost as the kindly old bard riding around in a horse-drawn sleigh, marveling at the beauty of life.

To replace this image with one more real and powerful, that of a man whose profound inner feelings were developed through hardship and success, whose insights were inspired by much more than unqualified love, is I believe Thompson's task and incentive.

The book begins with Frost's somewhat triumphant return to America. He had gained some recognition as a poet in England after being completely rejected by literary circles in this country. Consequently, he proceeded to feed the feast of animosity and hatred within himself for the perpetrators of his early failures with malicious glee and without compunction.

As his fame spread he collected friends of high repute for two purposes. He wanted to satisfy his own feeling of self doubt through the admiration of famous personalities, and, more importantly, he wanted to use these friends as pivot points from which he could strike blows at enemies through gossip and deceit.

Much like a frontiersman uses an axe to rid his new homestead of cluttering timber Frost used publishers and literary figures of note to clear the literary scene of the day. There can be no doubt that Frost wanted the light of public acclamation to strike him unimpaired by the presence of other lofty personalities.

Frost was never completely devoid of his jealousies, and he

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ers to the Editor

I could go on forever, but that would be as boring as the term itself. I just wanted to throw a few questions around, and hope that someone chooses to answer; if not, I will fall back into the old, well-only-three-more-years-to-go Middlebury syndrome, or, nothing attended is nothing lost.

Katherine Spitz '74

Vietnam Again

To the Editor:

I was impressed by the large volume of captious material with which Mr. Early replied to my letter of two weeks ago.

I would like to thank him for at least agreeing that Indo-China was three separate countries, although his illegitimate use of the name "Vietnam" is still perplexing.

Mr. Early seems to confuse a country's military might with the excellence of its government ("a Royal Lao government which can not even do its own fighting"). Now, I have always been an admirer of Niccolo Machiavelli's pragmatism; but I do believe that people should be consistent.

By Mr. Early's criterion, the finest governments in Asia would be those of North Korea, Red China, and the Soviet Union—not only in Asia, but in the world. Similarly, the Cambodian government of Prince Sihanouk would rate as one of the worst. Mr. Early would also have to allow the appropriateness of any U.S. military action anywhere as proof of the strength, virtue, and superiority of our government.

If patriotism, neutrality, honesty, and "legitimacy" are defined as arms profiteering, fleeing one's country for Peking, and laying one's country open to enormous foreign communist armies, then I suppose Prince Sihanouk might be classified as a "patriot," honest, "neutralist," and "legitimate."

I am more discriminating in my use of these words. I WOULD like to know just what happened to the motion-picture company owned by Sihanouk which produced films produced and directed by, and starred in by, Sihanouk and his wife! I am afraid that I must categorically reject Mr. Early's impotent attestations of Sihanouk's virtue.

I wish Mr. Early would clearly choose between claiming that the populace of the area is homogeneous, and ultraliberal Noam Chomsky's claim that it is possible to stir up sharp "ethnic and class hatreds..." and "...groups in conflict..."

Concerning the popularity of the Vietcong, I think the best evidence of at least indifference on the part of the people is the fact that the most important objective of the Tet offensive —a countrywide uprising against the South Vietnamese government—never came true (with the possible exception being the small amount of cooperation they received in Hue from leftist students. Hue, you will recall, is where the worst of the communist massacres and terror took place.

Mr. Early's apology for their behavior in Hue is absurd; just what would they have to do to demonstrate a disregard for the people--murder all 15 million of them? When I was in France last summer, I visited Vallauris, where, after all, the Nazis had been careful to hang only boys and men from the telephone wires. Since wealthy, Irish-Catholic, Harvard-educated men are a minority in this country, Mr. Early would have to conclude

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". . . during this semester we shall discuss the development of humanity from the year 10,000 B.C. until March, 1970"
"The traditional 'from-the-Creation-to-now' course is no longer acceptable.
practical skills offer the opportunity for the student to become aware of his talents and test his interests. Even finding out what one cannot do and what finally fails to interest, gives perspective on real strengths and deepest commitments.
With this clear aim of enhancing reasoned choice, then, the EPC offers for consideration the following curricular patterns covering the student's career from matriculation to graduation:
The Freshmen Program
The Freshman Program is intended to offer the student an opportunity to test his skills and interests in
EPC asks that de
to Freshmen
. . . during this semester we shall discuss the development of humanity from April 1, 10,000 B.C. until April 4, 10,001 B.C.

Soccer team goes down to Brown in Playoff Game

by JEFFREY FREUNDLICH

The Middlebury Panthers Soccer team suffered a 1-0 loss to Brown Tuesday in Providence in the NCAA Regional Soccer Playoffs.

The first period went scoreless, but the Panthers dominated play and showed hustle. In the first minutes of the game, Panther Forward Spitz got off a shot that was almost in, up in the corner. But the Brown goalie made the save, batting the ball out of bounds over the top of the net. This was to be as close as Middlebury came all afternoon. For as the period waned, so, seemingly, did the Panthers.

By the time the second period started, Middlebury was noticeably slowed down. So much so that Brown forward Chip Young managed to score three and a half minutes into the period. Goalie George Barr dove for the ball, but it was deflected by one of the fullbacks and rolled in on the other side of the net.

The rest of the period went scoreless, but Middlebury was on the defensive. Time and again Barr and his fullbacks stopped the powerful Brown offense, but each time, as the ball was cleared to midfield, a Brown player got to it first.

In the third period, Midd came alive for a few minutes and managed to get in a few good shots, but the Brown defense held and none of the shots scored. Soon, the Panthers were back on the defensive, and only brilliant work by Barr in the goal kept Brown from scoring.

In the final period of play, the Midd offense started to hustle again, but too many passes were missed, and most of the shots taken went wide. The game ended without further scoring by either team.

Altogether, the game was close enough to have gone either way. The Panther defense was, for the most part, above reproach. Yet towards the end of the game, the fullbacks were being beaten back to the net when a Brown Lineman slipped by them. It was only the amazing playing of George Barr that kept the game so close.

Throughout the game, though, the line and halfbacks played below their usual standards. If the passing had been a little more precise and if there had been just a little more hustle, the game might have gone the other way.

Perhaps the Panther's week long layoff had some effect on their playing. Brown came fresh from a game with Harvard the preceding Saturday, and were thus still in the peak of condition.

As it stands, though, Middlebury has only the consolation of being the third ranked team in New England, and the hope that next year, when the young team has a little more experience under its belt, the Panthers may go even further.

Intramural Results

Volleyball (intramural) opened its 1970 season; Monday evening, November 9th, League started with ten (10) groups and then increased to twelve (12) groups.

Results

Monday, November 9th
- DU (2) - SE (0)
- Stewart "B" (2) - CP (0)
- ASP (21 - ZP (0)
- PKT (2) - Faculty (1)

Wednesday, November 11
- Independents (2) - Stewart "A" (1)
- KDR over Hepburn (forfeit)
- ASP (2) - Stewart "B" (1)
- PKT over CP (forfeit)
- DU over Faculty (forfeit) due to schedule change, if need, DU and Faculty will play off this year)

Thursday, November 12
- Independents over CP (forfeit)
- Zeta Psi (2) - DU (1)
- SE (2) - KDR (0)
- PKT (2) - ASP (0)
- Stewart "B" over Hepburn (forfeit)
- Faculty (2) - Stewart "A" (1)

Note: Any group with two (2) forfeits, unless reason why is acceptable to Director of Intramurals, is eliminated from any further play.

Frost. . .

Continued from Page 7

was often blatent in showing them. He called Carl Sandburg and Edna St. Vincent Millay "charletans," and he delighted many audiences with sarcasm about the work of other poets. Thompson makes it clear that Frost was aware of his own failings. "Trust me in the poetry, but in nothing else," he once said to a friend.

Part of the beauty of this biography is the fact that Thompson often lets Frost speak for himself. When he does judge directly he documents his pronouncements impeccably in the two hundred pages of notes which follow the main text of the book. Of all of Frost's characteristics the two most admirable appear to be his steadfastness in his art and his ability to use the conflicting forces within him to write memorable poetry.

During the New Deal, Frost was continually attacked by leftist publications for the irrelevancy

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LETTERS

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that President Kennedy was not a good choice for President because he was unrepresentative.

I have responded to a few of Mr. Early's charges; there are many others which need to be answered. Consequently, I am in the process of preparing a fairly extensive, well-documented essay on the subject. (The project looks like it might easily take months.)

Jack Rymsha

Middlebury Malaise

To the Editor:

A great deal has changed in Middlebury since Dean O'Brien and I were freshmen. Many then unimpeachable restrictions have been quietly interred and inevitably a great many remain.

The triumphs for the school are, I suppose, the winter term (beyond my wildest dreams...my wildest dream was sophomore driving privileges!)' the Fine Arts explosion, the liberation from the fraternities by the SDU's, academic re-evaluations, Dr. Parton, to touch upon a few from my perspective, and, again from my perspective, the dismal non-triumph has been the artificiality pervading what Eric Severaid correctly depicted as the prettiest campus he had ever seen.

To be sure, this malaise is a logical by-product of any school and to destroy it entirely would be the same as to encourage it to ivory tower proportions. It is also what attracts me to Middlebury and periodically drives me away with a vengence.

The degree to which students are kept in a rarified Alice in Middlebury enviroment was clear during the strike. All of a sudden it seemed imperative to win over the "townspeople." Townspeople as opposed to collegepeople. And no amount of smiling or haircutting did the trick.

That may have been the first time the Middlebury student tried to touch the townspeople and was frustrated and dismayed at the response. That was the reality which somehow the College on the hill had not been able to put across to its charges, although:

"The most compelling argument for the liberal arts is that besides providing the pleasure of doing something well, they enlarge the intellect and interests and bring an awareness of the concerns and problems of the rest of the community, laying upon men a mandate of reason toward restraint as well as toward freedom."

Middlebury College Bulletin, 1970-71 Educational Purpose, page 6.

If the College is limiting its definition of the word "community" to read "the academic community of Middlebury College," that is the same as re-erecting "the rail fence which surrounded the campus protectively." (Middlebury College Bulletin, page 6) Just as Blacks and Whites suffer in being deprived of the benefits of each other's cultures, so do this College and the townships about it similarily suffer.

I think I've made my point; at the risk of being told once again to mind my own business, I propose that consideration be given to the formation of a Division of Continuing Education with department status, and that the same provide opportunities to individuals of the greater community to study on a part-time basis at Middlebury College.

I propose further that the Middlebury Conference this year undertake the necessary research and present their findings on the dates scheduled. That's step one.

Don't call me nigger, Whitey.

Edward Bailey

Bending History

To the Editor:

I would like to express publicly my thanks to the students who helped the local Democratic organization in the recent political campaign. Some of them were able to give us a lot of help for certain periods of time; others were with us from Kent State until November third.

The Democratic organization is weak in some parts of Addison County and these students did jobs that badly needed doing, and which would never have been done without them. We owe them a debt of gratitude.

In spite of our failure in the Senatorial race I believe that the battle was worth fighting. Edward Kennedy said at his brother's funeral, "Few of us will have the greatness to bend history itself, but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation."

Lynette Anderson
Democratic Committee
Addison County

JIM'S SHOE REPAIR
WEYBRIDGE STREET

An old shoe has got character.

When the sole is gone, don't throw it out - Repair it.

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SELF-SERVICE DRY CLEANING
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Frost. . .

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of his work and his puritan attitude. Frost believed that politics are timely and good poetry is timeless. He refused to be swayed by the leanings of different elements within the coun- and friendships for public acclaim, but he would never betray his poetry.

The conflicts in his mind were numerous and very powerful. He was torn between love and hate, for himself, his wife, and man. He was fascinated by death and yet feared it. One of his favorite poetic devices was the use of contrary ideas through metaphors.

In the poem "West Running Brook" Frost is greatly intrigued by the idea of a brook whose ultimate destination is towards the east whose flow is westerly. Furthermore he is inspired by speed and immobility of the stream: the water flows quickly but the stream changes very slowly. It is both dynamic and static at once.

In the poem "Goodbye and Keep Cold" he tells trees in an orchard to fear warmth more than coldness in winter, for the warmth will deceive them into premature growth. His poetry reflects the pulls within him. The opposing forces in his mind were dark, secret and powerful, hence his poetry remains fascinating.

Frost resided in Vermont by choice, for he was a man who valued justice above mercy, and we are all awaiting the trial of winter. Frost was as hard as the land he lived in, and as moody and enigmatic as the sky above him. I can only say that if you read the book you will be moved, you will react. It is up to you to decide whether this is worth $16.

EPC. . .

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The proposed modification would not require a vote on the divisional level nor approval by the faculty. A "Course of Studies Sub-committee" of the EPC, consisting of two faculty and two student members and the Dean of the Faculty, would be given authority for final course approval in most cases.

In cases where the proposed course raised questions of additional finances or teaching staff, discussion and approval by the Teaching Resources Committee (the President, Academic Vice-President, Dean of the Faculty and the four divisional heads) would be required before the course became part of the curriculum.

The straw vote approved the measure by eight to one.

The proposal, if it passes the official EPC vote, will be presented to the faculty at its next meeting.

Standards. . .

Continued from Page 6

of becoming a small university - and if this is what we really desire. Is it possible to strike a balance between the openness and flexibility toward which we have been moving and the shared goals and agreed-on standards supported by the practices and unified procedures we associate with a liberal arts college?

If we can't achieve this balance I am very much afraid we will find ourselves in the situation one small college was forced to face just last year. It has a sizable endowment for an institution its size, an illustrious faculty. It can afford to be as selective in choosing students as any college in the country - or rather it could be up until this year when it ran into serious difficulty in this respect. They have every reason to regard themselves - as this Report states - as one of the leading undergraduate institutions in the country. It was shocking therefore for them to discover that they were no longer being so regarded by the graduate and professional schools. They became aware that they were compiling a poor record of placing their students in the more highly-rated ones - that a similar college was placing at least twice as many men in the leading law schools... A report on the situation found ample evidence of what is called a "general erosion of standards". It referred to a general slackening of intellectual discipline brought about by the presence in the curriculum of courses which seem considerably below the abilities of university students.' "A similar and probably more pernicious influence," it says, "growing tolerance of late and careless work. Students in ever greater numbers are coming to believe that it is naturally rather than uncommonly permissable to turn in work whenever they wish." The report observes that when a soft spot of this sort appears, pressures develop on other instructors in the same direction. It took stock of certain courses given in their Experimental College where, it is my impression, students have a large part in determining courses and syllabi. The written results of some of those courses, says the report, "reveal a disturbing situation in which students have been encouraged to establish theories and to make assertions about particular areas in which, precisely because of the content of the theories evolved and assertions made, they do not possess mastery and about which they have developed seriously defective notions."

The most serious and pervasive evidence of the erosion of standards they found to be what they called the "capricious use of grades." Examination revealed that in 160 out of 523 courses for the previous year, grades of only A and B had been given. There were instances of these grades being given to students who had not completed the work or who had actually dropped the course. It noted along with this capricious use of grades a substantial falling off in the number of courses which gave final examinations.

In a Section entitled "Standards and How to Maintain Them" the Report concludes, "It is not so much a question of a willful discarding of the standards as it is a question of slow and unperceived loss; unstoppered, the standards evaporate."

This is a sobering document. I find it particularly so in light of the report submitted by Bruce Peterson last spring at the conclusion of his tenure as Dean of Men, in which as he says "at the risk of sounding like an alarmist" he sketches in a situation here at Middlebury which sounds uncomfortably like the situation described in that report. He takes note of an instructor who complains about the quality of student admitted to Middlebury and yet gives nothing but A's and B's; of a grade of 75 given to a student who had completed none of the written work for a course.

The abuse of our Incomplete category — Incompletes submitted without approval of the Dean, which is supposedly required — for students merely because they had not gotten around to completing the required work by the end of the term. It might seem that Bruce Peterson is right, "Unstoppered . . . standards evaporate."

The question I would like to raise for discussion is whether we, the faculty, as a corporate group, can generate a sense of purpose, a common sense of intellectual excellence, supported by practices and procedures on which we can agree. To pinpoint this discussion I should like to focus on four specific matters. In the time we have today, we will not be able to resolve these issues but a start can be made and, if in future discussions we can reach agreement, it can have definite procedural and practical results.

First, there is the question of our grading practices. One of the stated procedures which has survived in the Faculty Handbook reads as follows:

> "Faculty members are expected to give test and examinations or to make assignments which will evaluate a student's comprehension at frequent intervals so that both Faculty and students will have a clear conception of progress in the course."

It is my sense at this point from conversations with student advisors that we are not as a whole following this procedure and are unsure as to whether we wish to have this and other stated procedures enforced.

Bruce Peterson was generalizing on the basis of individual instances which had come to his attention as Dean of Men. He did not have the time or opportunity to make a full investigation and come up with statistical reports. But if a substantial percentage of the Faculty is giving only A's and B's - is using a more restricted scale of evaluation than the rest of us and has eliminated the C category - don't we need to know this? If this turns out to be the case, should we not try to establish a policy which defines our expectations about how the range of grades should fall - and achieve some definition of what the various grades are supposed to mean?

To make a start in this direction I should like to suggest that we request the Registrar to issue a breakdown of the grade distribution of last year by Departments and, by individual courses, and that it be distributed to the Faculty. Whether we wanted to continue this as an annual practice as in the past we could decide later.

Secondly, The Winter Term. Last year, the Curriculum Committee, as it had been instructed to do by the Faculty, issued a report for the result of our first Winter Term. The spirit of innovation had prevailed, fresh approaches, new subjects, eager student interest - the report was almost euphoric in reporting the Committee's sense that they had gone exceedingly well.

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Flying Saucers. . .

Continued from Page 5

in their basements, drive cats insane, and spoil cream. Their science is far beyond ours and the Society believes the science of the saucer people will make earthly wonders like Saran Wrap look childish by comparison. It is a frightening thought.

The headquarters of the Flying Saucer Society in California are open 7 days a week except Mondays and Wednesdays, from 7 to 11 in the morning. Visitors are invited to look around once they have been fingerprinted.

Media. . .

Continued from Page 6

more about the functioning of domes in those two evenings than from anything on the dome-esthetic I ever read.

To the light show people: Much thanks from all of us for something big, something outstanding, and something remarkably good. We will all recall the show with smiles. And may I take this opportunity to thank you especially warmly for using my dome, and teaching me a great deal about the things which I have to know.

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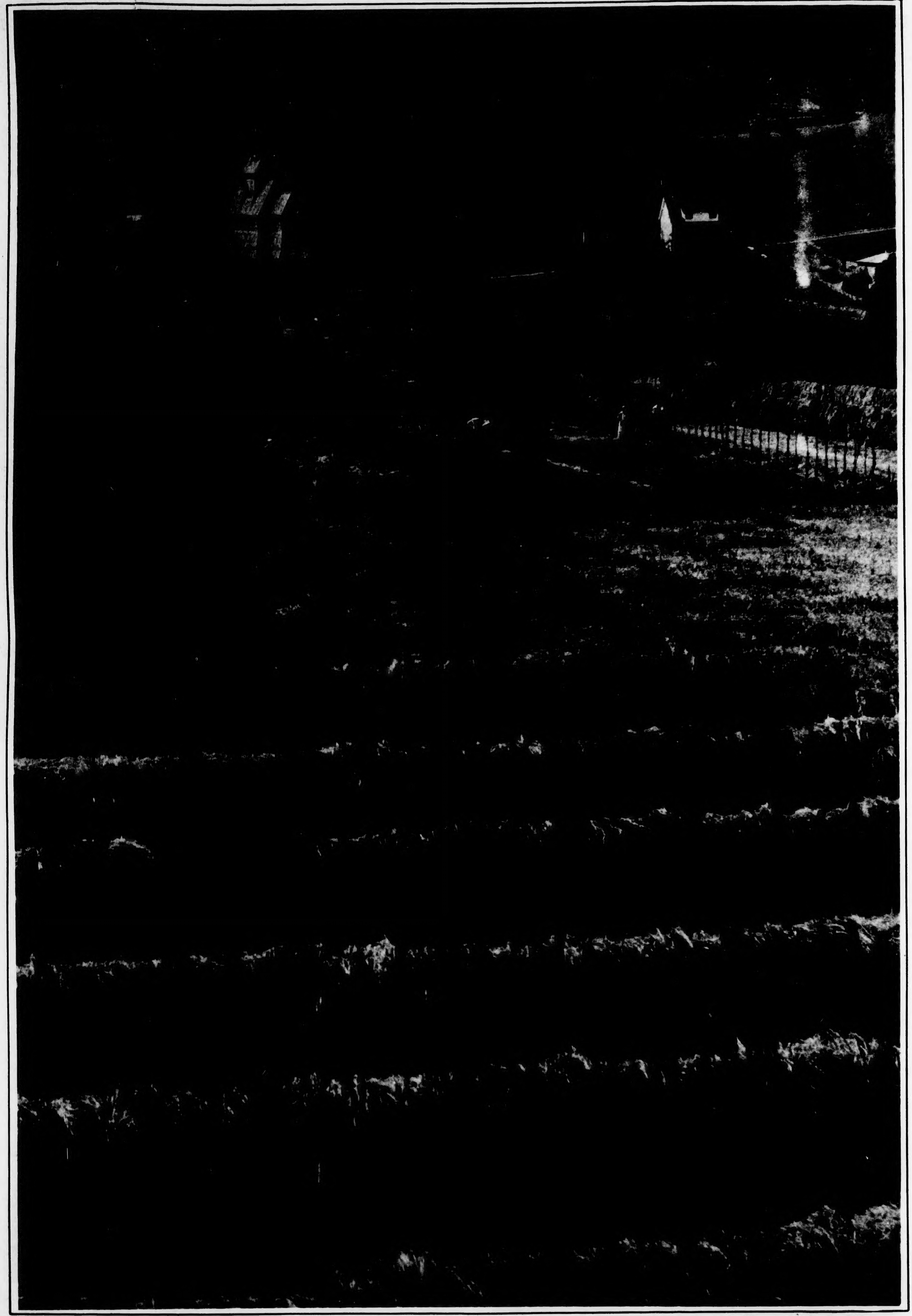

Photograph by Geoff Braun

ROCK QUIZ

by ED GEE

1. According to the Four Preps, how far is Santa Catalina?

   (A) a block and a quarter
   (B) 26 miles
   (C) 3.14159265 + kilometers
   (D) not far enough

2. How does Bryan Highland seal his letters?

   (A) a kick
   (B) a kiss
   (C) his arms
   (D) his love and kisses

3. Behind what portal might you find an eyeball peeping through a smoky cloud?

   (A) back door
   (B) front door
   (C) green door
   (D) local bar

4. What is the name of Shelley Fabares' Angel?

   (A) Richard
   (B) Elvis
   (C) Tommy
   (D) Johnny

5. Where can you rock and roll, stomp and stroll it?

   (A) in Old Chapel
   (B) at the field house
   (C) at the hop
   (D) at Forest Hall

6. What are the Everly Brother's first names?

   (A) Dick and Joe
   (B) Don and Phil
   (C) Bob and Jerry
   (D) Walt and Bill

7. Who's real name is Robert Ridarelli?

   (A) Bobby Darin
   (B) Johnny T.
   (C) Bobby Scott
   (D) Bobby Rydell

8. What city does Connie Francis come from?

   (A) Philadelphia, Pa.
   (B) Bloomfield, N.J.
   (C) Little Rock, Ark.
   (D) New York, N.Y.

9. Who gave up a lucrative singing career to become a preacher?

   (A) Little Richard
   (B) Little Anthony
   (C) Little Eddie
   (D) Jerry L. Lewis

10. The Playmates immortalize a famous auto race in a song called BEEP BEEP. What cars compete in the race?

    (A) Ford and Edsel
    (B) GTO and "Vette"
    (C) Stutz Bearcat and Maxwell
    (D) Nash Rambler and Cadillac

ANSWERS TO ROCK QUIZ: 1b, 2b, 3c, 4d, 5c, 6b, 7d, 8b, 9a, 10d.

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Educational Standards . . .

Continued from Page 9

Last year the Curriculum Committee listened for most of an afternoon to its four student members give their opinion that the second Winter Term was a near disaster. One of them, Barry Sullivan, gave as his opinion that it could probably last only another two or three years the way things were going. Only a relative handful of students, they said three or four hundred or less, found it, or saw in it, an opportunity for serious academic endeavor. Because a high proportion of the courses were insufficiently demanding, a kind of carnival atmosphere was created and this in turn was a distraction for the students who were interested in using the Winter Term for serious academic purposes. These opinions were not the result of a full scale investigation but were the unanimous opinion of four of our more capable and academically engaged students.

Do we not need to take stock of ourselves here? Can we agree that in proposing Winter Term courses and considering procedures we make sure they are sufficiently demanding fully to occupy the students time for five weeks? Do we wish to provide some kind of centralized scrutiny of the individual courses to see how they are working out in this respect, by the Curriculum Committee perhaps, although that Committee is already heavily burdened, or preferably by a Student Committee which would be in a better position to render this kind of judgment.

Thirdly - Independent Projects or, in the Fall and Winter Term, to use our Middlebury designation, 500 projects. Bruce Peterson, in his report, was quite outspoken about what seemed to him to be the manifest abuse of these projects. "Almost without exception," he says, "they receive little supervision and high grades. They are less demanding than almost any other courses in the school." He feels that the way in which they have been used is "cheapening the quality of the Middlebury degree."

We have been granting wholesale permission for these projects. Do we wish to have enforced that provision still in the Handbook which reads: "The election of '500' projects, providing an opportunity for special individual work in one's field of interest, is a privilege open only to those students with advanced preparation and superior records in the field; exceptions to be permitted only by the Deans of the College."?

Can we reach agreement as to the terms on which permission should be granted for Independent Projects? Can we agree how these should be weighted as part of an instructor's teaching load? If they receive the supervision and the careful evaluation which they surely require, does not the Chairman of the Department have to be vigilant in seeing that no one takes on more of these projects than he can adequately handle?

From the tenor of my remarks you can see that I am raising a larger issue in focusing attention on these particular matters. Dean Cubeta announced last year that Middlebury has the youngest faculty of any old college in the country. As of today, the median date of appointment to the Middlebury faculty is, he tells me, 1967. . .

From one point of view this is an advantageous situation. It provides the opportunity for innovation and fresh approaches. It also involves some very real dangers.

Over the years Middlebury has achieved an architecture of its own - which has made it distinctive; an organic development springing from experience with its particular ingredients, not the least of which is its geographic situation and the kind of student it attracts. We are faced with the real possibility of a break with what seems to me to be this healthful continuity - of a diversity of aims and interests making it difficult to achieve a sense of ourselves as a corporate group united by common aims and practices. That we achieve this sense, I believe, is essential if we are to achieve the intellectual climate of a college of the first rank.

Finally, the Working Paper presented to us by the Educational Policy Committee last spring, proposing a wholesale revamping of the freshman year and a new arrangement of programs which, within certain limits, can be as various as the different students involved. The document is skillfully phrased - fresh and imaginative in what it proposes, admirable in its aims. If adopted, it would constitute a revolutionary change in the Middlebury curriculum.

The thread of my remarks indicates what I regard as the problems involved in this proposal. It is a further move in the direction of openness and flexibility: that is good. However, can we move in this direction without a further atomization - without, ineffect, 26 different departmental governments and as many sets of academic standards, or can we achieve cohesiveness and unity of aim with general standards of excellence we wish to have prevail?...

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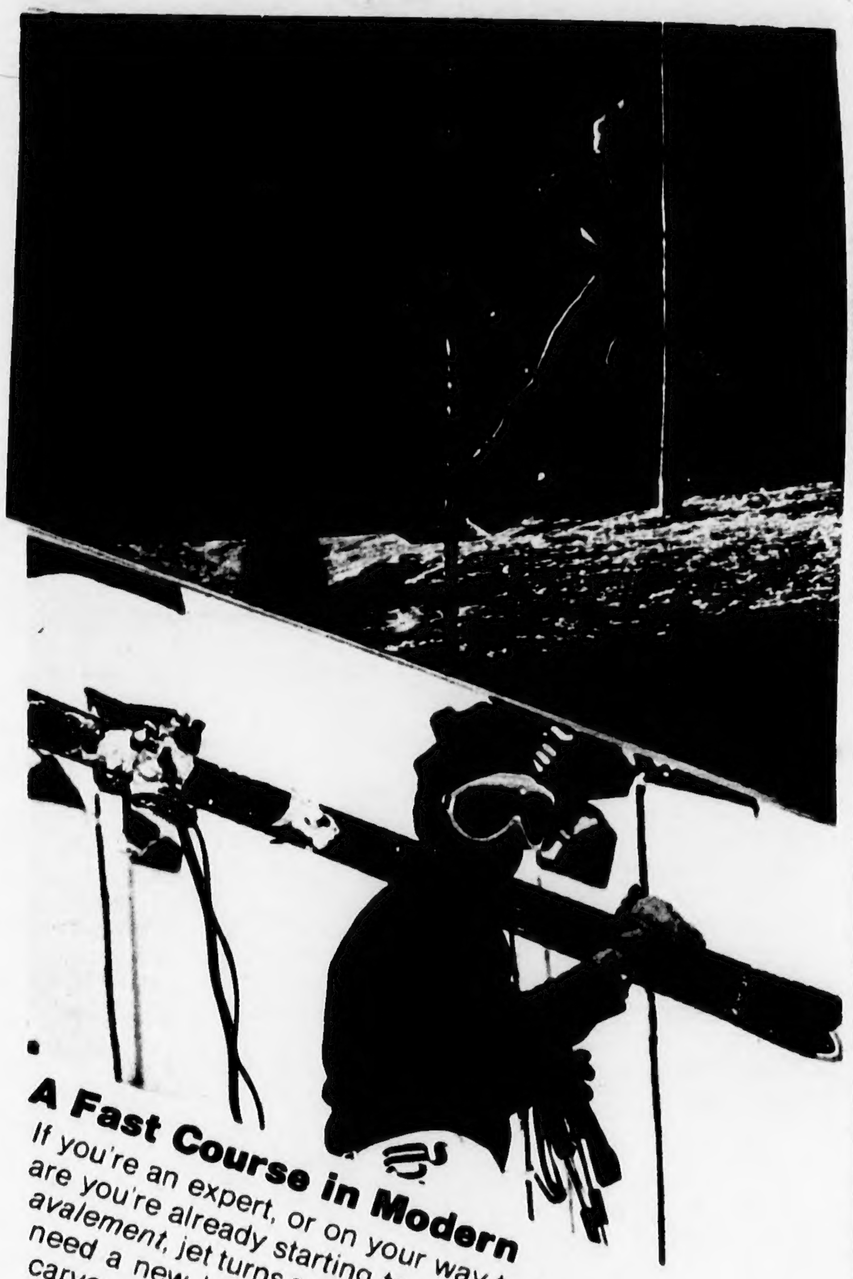

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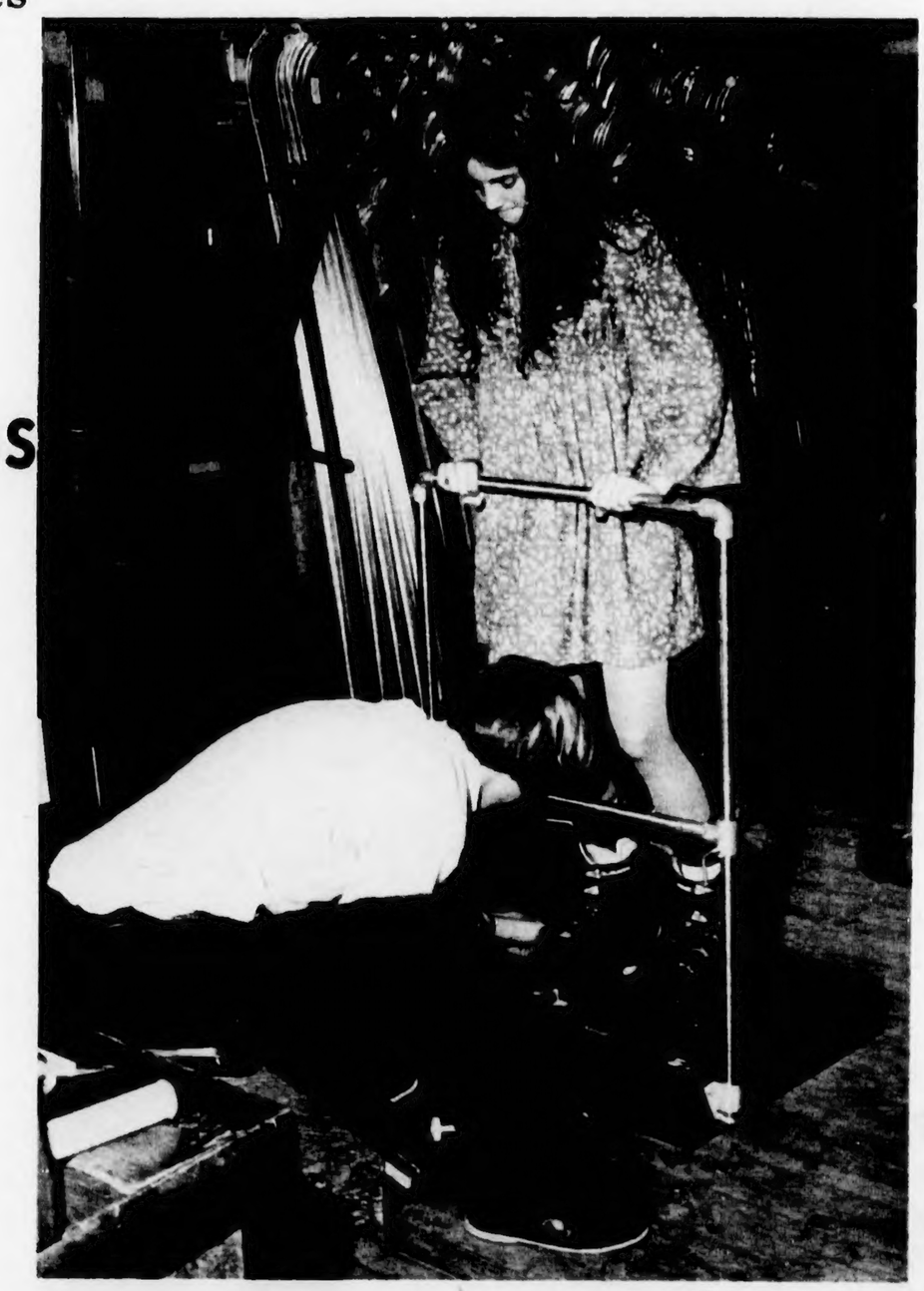

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